



Foxyards Primary Pupil Premium strategy 2019-2022

1. Summary information					
School	Foxyards Primary School				
Academic Year	2019/20	Total PP budget	£96.960	Date of most recent PP Review	n/a
Total number of pupils	247	Number of pupils eligible for PP	56 (18%)	Date for next internal review of this strategy	Jul 2020

2. Current attainment		
	13 Pupils eligible for PP (your school)	PP (national average)
% achieving in reading, writing and maths 2019 KS 2	85% (8% higher standard)	71%
% achieving in reading 2019 KS 2	85% (15% higher)	78%
% achieving in writing 2019 KS 2	92% (15% Higher)	83%
% achieving maths 2019 KS 2	100% (15% higher)	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Oral language skills in Nursery and Reception (lower for pupils eligible for PP than for other pupils and This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP make rapid are making less progress than other high ability pupils across the school and this prevents sustained high achievement in Key Stage 2. Increase percentages of children achieving ARE
C.	Some PP children across the school lack confidence and self-belief which impacts on their wellbeing and learning as they move through the school
D.	Some PP children across the school attainment is below that of their peers and they need intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance rates for pupils eligible for PP are 93.10% (below the 95.15 non upil premium children PP children below by 2%) This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.



	Poor resources across the school barrier to being able to deliver high quality teaching	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in Nursery & Reception class.	Pupils eligible for PP in Nursery & Reception class make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP. Increased percentages of children achieving at least ARE in reading, writing and maths	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) so that greater numbers of PP children achieve GD by the end of year 6
C.	Improve confidence and self-esteem of PP children	PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress
D.	Increased rates of progress for PP children whose attainment is below that of peers nationally	Rates of progress for PP children whose attainment is below that of peers nationally so they at least meet ARE in RWM by the time they leave in year 6
E.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.8% to 96% at least in line with all pupils nationally



5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?
A. Improved oral language skills in Nursery and Reception	<p>Staff training on high quality Language First All staff in EYFS and KS1 phases to understand the key principles of the Language First Project and to have clarity as to the intent, implementation and expected impact</p> <p>To undertake on entry Communication and Language observations and TROLL and HANEN assessment tools to identify the relative starting points of children and identify reluctant/passive communicators. To complete monitor and review phonics trackers across KS1 to monitor and assess children's progress across the year.</p>	<p>Intervention for speech on entry so children can access high quality learning (HLTA one day a week)</p> <p>All staff in EYFS and KS1 understand intent, implementation and impact of the Language First Project and expected outcomes from the children by the end of the school year.</p> <p>On Entry C&L observations are completed by EYFS staff and TROLL and HANEN assessment tools in EYFS/KS1 to identify reluctant/passive communicators by L2 TAs</p> <p>Rates of progress for PP with C&L skills below national expectations are increased and planned targeted interventions carried out for groups of learners to enable them to make rapid and sustained rates of progress in C&L.</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by AHTs in each phase</p> <p>Fortnightly learning walks and lesson observations carried out by AHTs reflect that teaching is enabling children to effectively transfer key knowledge to long-term memory.</p> <p>Weekly book trawls carried out by AHT's reflect above and children making at least good progress over time.</p>	<p>Head Deputy AHT Head</p> <p>Staff time 1-1 for on entry assessments</p>	July 2020



	Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from SLES				
B. Improved progress for high attaining pupils	<p>All staff to engage in high quality CPD with a focus on Greater Depth and Mastery Learning</p> <p>Improve staff subject knowledge of how to achieve Depth of learning for all children</p> <p>Quality of feedback and marking is used to assess knowledge and understanding and addresses misconceptions and enables children to practice, consolidate and secure understanding of key concepts</p> <p>All teachers and teaching Assistants take part in high quality professional development in relation to Cognitive Load Theory and Cognitive Development in Practice</p> <p>Teachers to develop one page profiles to identify learning strategies to support</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by AHTs in each phase</p> <p>Head and deputy and AHTs through learning walks to establish are all staff compliant with expectations</p>		<p>July 2020</p>
D: increase rates of attainment for PP children who attainment is below that of their peers nationally		<p>Rates of progress for PP children whose attainment is below that of peers nationally so they at least meet ARE in RWM by the time they leave in year 6</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by AHTs in each phase</p> <p>Head and deputy and AHTs through learning walks to establish are all staff compliant with expectations</p>		<p>July 2020</p>



<p>C: Improve confidence and self-esteem of PP children</p>	<p>rapid and sustained rates of progress</p> <p>CPD to support development of quality of T&L ensuring meeting relative starting points of all pupil groups.</p> <p>Techer to provide 1-1 time across the week to target strengths and areas for development and provide targeted teaching to support rapid progress</p>	<p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p>	<p>Deputy head 1-1 discussions with PP children half termly</p>		<p>July 2020</p>
Total budgeted cost					Directed time
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



<p>C: increase rates of attainment for PP children who attainment is below that of their peers nationally</p>	<p>Level 3 TAs in each phase of the school target them in class and deliver intervention weekly (total half of their time) to accelerate rates of progress.</p> <p>Level 2 TA full time in each phase of the school to tagrget in class support for PP children</p> <p>AHTs to develop intervention planning to address PP needs with teacher in each phase of the school.</p> <p>TAs to deliver in class intervention/ out of class intervention across the week.</p> <p>Improve resources for reading so children access high quality texts</p>	<p>TAs effectively support PP children 1-1/ groups in class and in intervention groups accelerating rates of progress as a result they make rapid and sustained rates of progress overtime and at least achieve ARE by the time they leave our school</p> <p>Implement rigorous systematic reading scheme</p>	<p>AHTs and deputy to observe quality of T&L half termly</p> <p>Fortnightly books trawls by Head and deputy</p>	<p>4 Level 3 TAs for 2.5 days a week each</p> <p>£11250 each L3 TA half week in each phase £45,000</p> <p>2 level 2 TAs £25,000</p> <p>£6,360 reading resources</p>	
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Total budgeted cost					£90,360
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increased attendance rates	<p>Part time Office Admin worker employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Deputy to overview attendance of pupil groups and work in partnership with EWO to tackle attendance issues and persistent absence</p> <p>Provide attendance reward system</p>	Attendance of PP group improves overtime and is at least in line with national figures	Thorough briefing of support worker about existing absence issues. PP leader (deputy), support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	<p>Deputy Admin support £1500</p> <p>Deputy salary above</p>	Jan 2020
C: Improve confidence and self-esteem of PP children	<p>To ensure all PP children access all visits and a range of extracurricular clubs to develop their confidence as a learner</p> <p>Purchase resources for PP children to support home learning</p>	<p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p> <p>Purchase for looked after children readers/ laptops to support home learning</p>	Half termly pupil discussions with PP children	<p>Deputy</p> <p>£4000 to support visits and clubs</p> <p>£2100</p>	Jan 2020
Total budgeted cost					£6,600

Total Grant: £96.960

Total Expenditure £96.960



